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Articles and Stories

For Units 1 and 2



INSTITUTE FOR

Excellence in Writing

An effective method for teaching writing skills

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Contents

User Guide	1
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Dress-Up Helps

Dress-Up Poster	3
“-ly” Adverb List	4
Banned Words Lists	5

Articles for Note-Taking and Summarizing

	<i>Dress-Up Modeled</i>	Reading Level	Student Page #	Teacher Page #
General Subjects				
Rocks	“-ly” adverb	2.4	7	47
Cattle Ranchers	because clause	1.6	8	49
Growing a Garden	quality adjective	4.1	9	51
Rodeo	adverbial clause	4.4	10	53
Clubs	quality adjective	2.0	11	55
Piano Lessons	strong verb	3.9	12	57
Hockey	who/which clause	6.3	13	59
Lodgepole Pine		4.8	14	61
Australia		8.4	15	62
Harmful Foods		5.0	16	63
Stars		3.3	17	64
All-Terrain Vehicles		3.8	18	
The Ear		3.5	19	
Mushrooms		3.8	20	
Eggplant (a satire)		6.6	21	
Jigsaw Puzzles		8.5	22	
Carnivorous Fungus		6.0	23	
Animals				
Horses		5.5	24	
Pigs		1.0	25	
Buffalo Hunt		5.0	26	
Penguins		2.9	27	
Fawns		3.8	28	
Egret		3.1	29	
Eagle Eyes		5.7	30	
Whales		3.2	31	
Beluga Whales		5.3	32	
Narwhals		5.2	33	
The Mysterious Chameleon		10.4	34	
Unbelievable Bugs				
Vulture Bees		6.5	35	
Fungus Gnats		4.2	36	
Booklice		6.2	37	
Dance Flies		5.8	38	
Petroleum Flies		5.3	39	
Aesop’s Fables				
The Eagle and the Arrow		7.5	40	
The Goose with the Golden Eggs		5.4	41	
The Bald Man and the Fly		7.4	42	
The Wind and the Sun		4.8	43	
The Tortoise and the Birds		5.8	44	
The Ant and the Grasshopper		5.7	45	
Blank Lesson Plan Page				65

These articles and stories are convenient general paragraphs to use when teaching Units 1 and 2 of *Teaching Writing: Structure and Style*. Generally, students will spend a month or two on Units 1 and 2 before moving on to the other structural units.

Scope and Sequence

The key to success in using *Teaching Writing* is modeling. The teacher shows the student what is expected and then keeps modeling the process until the student grabs the pen and insists, “I can do it myself!”

The plain articles in the first section are for the student and may be used in any order. The second section contains several teacher’s pages to help you model the Unit 1 and 2 process with your student.

The teacher’s pages are not intended for independent student work but should be explored with the student. Some students will understand after the first lesson and will be able to do future paragraphs easily with just a little guidance. Others will need intensive help for weeks or months before they can internalize the process. Since the goal is mastery of the writing process and not adherence to some arbitrary schedule, the teacher can be free to cheerfully help the student as much as he needs to succeed. Once the method is internalized, the student is free to complete several more paragraphs independently. Not all the paragraphs need to be completed. When your student has a good grasp of Units 1 and 2, you should move on to Unit 3.

Use the articles and stories in any order, but be sensitive to your student’s reading level. When a paragraph is *at or below a student’s grade level*, he can more easily focus on the writing task. On the Contents page the reading comprehension level is shown for each paragraph. Older students can likely use any paragraph, but younger students should use only those that are at or below their reading level.

Dress-Ups

As *Teaching Writing: Structure and Style* emphasizes, one dress-up should be introduced at a time and practiced until it is easy before adding another one. Therefore, once your student can choose key words and summarize them, choose which dress-up you would like to teach first, go through the modeling with your student, and then choose other paragraphs to practice that one dress-up before choosing another dress-up to try. Dribble in the dress-ups, one at a time.

To help you present a dress-up for the first time, seven paragraphs (see pp. 48–60) provide modeling for introducing each of the six dress-ups. Therefore, *reserve these paragraphs for when you intend to teach that dress-up*, and use the rest of the paragraphs for practice.

The quality adjective has two modeling paragraphs, because those two paragraphs happened to have many of what we might call “banned words.” You can use them to begin a mini-thesaurus for your student to keep in his writing notebook for future use.

You Cannot Help Too Much

In addition to modeling the process, feel free to help your student as much and in whatever manner he needs. Help him choose key words if necessary. If a student struggles with handwriting, you can help by writing everything down for him, and then use the outline or paragraph for copy work during handwriting practice. Be a human dictionary and provide the spelling whenever asked. Offer to be a thesaurus or provide an electronic thesaurus, which might even become a favorite toy. Completing the lessons orally—while the skills of handwriting and spelling are mastered separately—will ensure that writing will not suffer while the other processes are being mastered. There is no such thing as giving too much help.

Sample Lesson Plans

On pages 61–64 four different paragraphs have been given with *sample* lesson plans. Each lesson plan models steps for four days of writing activities. You may, of course, make up your own activities, but a typical four-day progression might go like this:

day 1: Read the paragraph and discuss. Ask many questions! Then together create the key-word outline.

day 2: Bring out the key-word outline from day 1 and re-read the paragraph if necessary. Next, have your student give his oral report. Having planned ahead which dress-up your student should add into his composition (if applicable), brainstorm and insert the dress-up into the outline.

day 3: Today your student writes up his rough draft composition from the key-word outline, or you scribe it for him as he dictates. Before handing in his rough draft, he reads it aloud to himself checking for capitals, double spacing, punctuation, and sensibility. You can also help your student create a title for his composition. Choose a couple of key words about the main idea. If the main idea was, “Australia, the land down under,” the title could be “Down Under” or even just “Australia.”

day 4: After you edit a *few* mistakes (no lecture), have your student word process or rewrite his rough draft into a neat version. If needed, you write his neat version while he does a picture.

Pacing

How long to spend on a paragraph and how to pace lessons is dependent upon how the student is doing. Some children can zip through an entire outline and paragraph in one sitting; others will need several sessions to rewrite just one paragraph. Since younger children have a limited attention span, it is a good idea to let the clock be the guide. Begin by planning fifteen to thirty-minute sessions and see what can be accomplished. If your student enjoys working longer, do so. However, if wiggles and distractions set in, then break it off and continue the lesson later. Actively modeling the process with gestures, personal stories, and interaction will keep his attention fixed and will activate many learning pathways, which will help make the information stick. A cheerful, smiling teacher who has all the time in the world to complete a writing activity makes a student feel smart each time he works on writing. There is no set pace.

Therefore, model the process in as many different ways as your student requires and provide help as often as your student asks. There is nothing special about the paragraphs and stories provided; they are just convenient to use because they are all ready to go. Feel free to substitute paragraphs from other subjects, and do not feel like you need to complete them all. Enjoy reading and exploring the writing process with your student!

Using different markers or colored pencils, color in the dress-up names as they are introduced to your students.

Dress Ups

-ly word

because clause

quality adjective

when, while, where,
as, since, if, although

strong verb

who/which

“-ly” Adverb List

absentmindedly
actually
affectionately
anxiously
arrogantly
bashfully
beautifully
bravely
brightly
briskly
broadly
calmly
certainly
clearly
cleverly
closely
coaxingly
commonly
continually
coolly
correctly
crossly
curiously
dearly
deceivingly
delightfully
desperately
diligently
dreamily
enormously
especially
evenly
exactly
excitedly
extremely
fairly
famously
ferociously
fervently
foolishly
frankly
frantically
freely
frenetically
frightfully
fully

furiously
 generally
 generously
 gently
 gleefully
 gratefully
 greatly
 greedily
 happily
 helpfully
 helplessly
 highly
 hopelessly
 immediately
 incredibly
 innocently
 instantly
 intently
 intensely
 inwardly
 kindly
 knowingly
 lightly
 likely
 longingly
 loudly
 madly
 meaningfully
 mechanically
 miserably
 mockingly
 mostly
 naturally
 nearly
 neatly
 nicely
 openly
 partially
 patiently
 playfully
 positively
 potentially
 powerfully
 properly
 quickly
 quietly

quintessentially
ravenously
readily
reassuringly
reluctantly
reproachfully
restfully
righteously
rightfully
rigidly
safely
scarcely
searchingly
sedately
seemingly
separately
sharply
sheepishly
softly
solidly
strictly
successfully
surprisingly
suspiciously
sympathetically
tenderly
terribly
thankfully
thoroughly
thoughtfully
tightly
tremendously
triumphantly
truly
unfortunately
usually
utterly
vastly
viciously
violently
warmly
wholly
wildly
willfully
wisely
wonderfully

Add your own here:

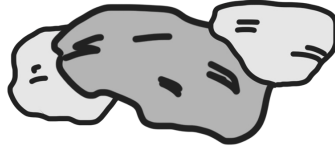
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Some impostors -
“ly” adjectives

chilly	orderly
friendly	prickly
ghastly	queenly
ghostly	surly
holy	ugly
kingly	worldly
knightly	wrinkly
lonely	
lovely	

Strong Verbs

Quality Adjectives



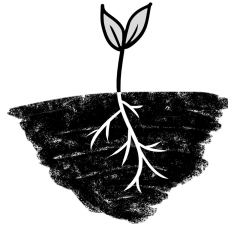
Rocks

¹Rocks are found everywhere. ²They are easy to collect. ³Smooth rocks can be found along the beach. ⁴Rocks are polished by sand and water on a beach. ⁵Mountain rocks can be sharp. ⁶Some rocks are valuable. ⁷Diamonds are the hardest rocks. ⁸Jewelry is often made from precious stones. ⁹Sand is just ground up rock.



Cattle Ranchers

¹A cattle rancher must check his cows every day. ²He watches as they move about. ³He checks the water supply. ⁴He counts them. ⁵If flies pester them, he puts a fly tag on their ear. ⁶He calls a vet when they are sick. ⁷He likes to see the calves on their feet. ⁸Ranchers enjoy looking after their cows.



Growing a Garden

¹Many people enjoy gardening. ²They often grow vegetables to eat.

³Pretty flowers are fun to grow. ⁴Some gardens called orchards have fruit trees. ⁵People all over the world have gardens. ⁶Even city people may have small ones. ⁷It is fun to watch the plants grow. ⁸A garden provides fun, food, and exercise.



Rodeo

¹Cowboys and cowgirls perform in rodeos. ²They compete in many contests. ³There are chuck wagon races. ⁴Girls ride horses and race around barrels. ⁵Cowboys try to lasso calves. ⁶Bull riding is a dangerous sport. ⁷Steer wrestling takes strong arms. ⁸Cowboys and cowgirls can win trophies and prizes. ⁹Rodeos are very popular in the West.



Clubs

¹It is fun to be part of a club. ²Some children join 4H. ³Scouts and Beavers are clubs for boys. ⁴Girls join Guides and Brownies. ⁵Many churches have Awana clubs. ⁶Children in clubs learn many things. ⁷Sometimes children do projects or win badges. ⁸Parents help out with clubs. ⁹They like their children to have fun.



Piano Lessons

¹A piano is found in many homes. ²Many children want to learn how to play an instrument. ³They go to teachers for lessons. ⁴Some think that learning piano is easy. ⁵Others think it is hard. ⁶To learn piano children must practice. ⁷Practicing every day is the best way. ⁸Someday they will be able to play any song. ⁹That is fun!



Hockey

¹Hockey is Canada's national sport. ²Players wear ice skates and carry a stick to push a puck around an arena. ³They try to get the puck into their opponent's goal. ⁴Millions of Canadians love hockey. ⁵Boys and girls practice hockey and start practicing when they are very young. ⁶They must become good ice skaters to play hockey. ⁷Hockey players also wear protective clothing so they do not get hurt. ⁸Some professional hockey players make a lot of money. ⁹Many people enjoy Canada's national sport.



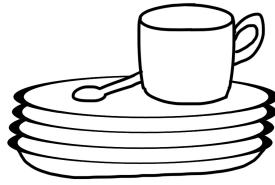
Lodgepole Pine

¹The lodgepole pine is a unique tree of North America. ²It is an evergreen tree. ³Indians used it to make tipi poles. ⁴Lodgepoles are perfectly straight. ⁵They can grow to be over one hundred years old. ⁶Lodgepole pinecones are very hard. ⁷Forest fires open the cones and seeds fall out. ⁸New trees will grow. ⁹Today many lodgepole pine forests are protected. ¹⁰They are a very useful tree.



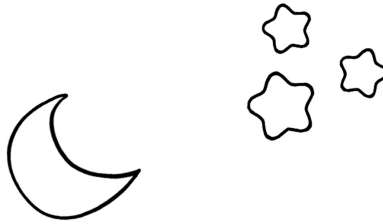
Australia

¹Australia is called “the land down under.” ²It is surrounded by the Pacific and Indian Oceans. ³The smallest continent in the world is Australia. ⁴It has many very interesting animals like kangaroos and koalas. ⁵Unusual plants also grow there. ⁶A large desert covers the most of the interior. Beaches lie around the exterior. ⁷Tourists enjoy its many attractions. ⁸Australia is in the Southern Hemisphere, or “down under” the equator.



Harmful Foods

¹Some foods are harmful. ²Spoiled or rotten food can make a person sick. ³Sometimes people even die from bacteria in foods. ⁴Many people are allergic to certain foods. ⁵They should avoid these foods. ⁶Milk from cows can be harmful to babies. ⁷Artificial colors and flavors can cause headaches. ⁸Candy and sugar can make some people hyperactive. ⁹Mothers know what foods are best. ¹⁰Avoid eating harmful foods.



Stars

¹There are billions of stars in the sky. ²They can be red, white, or blue.

³They make patterns in the sky which are called constellations. ⁴The Big Dipper is one of them. ⁵It is easy to find because its stars are so bright.

⁶Stars are actually huge even though they look tiny. ⁷Our sun is one of the stars in the sky. ⁸Scientists who study them are called astronomers.

⁹We do not know exactly how many stars there are. ¹⁰Astronomers who study the sky think there may even be trillions of stars.



All-Terrain Vehicles

¹Many people own ATV's. ²They have many uses. ³ATV's are used on farms for checking fences. ⁴They are used to help with many chores. ⁵Hunters use them to retrieve slain deer or elk. ⁶Children can learn to drive them. ⁷Safety is extremely important. ⁸They can travel over rocks and through snow. ⁹They can go almost anywhere. ¹⁰They use very little fuel. ¹¹People enjoy all-terrain vehicles for recreation.



The Ear

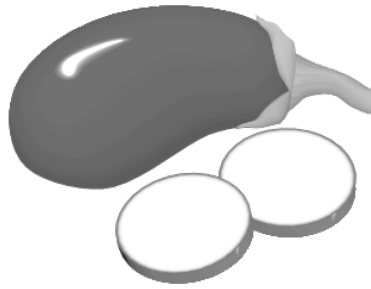
¹The ear is an important organ. ²Primarily it helps you keep your balance. ³It also transmits sounds to the brain. ⁴First, sound waves enter the outer ear. ⁵The sound waves make the eardrums vibrate. ⁶This causes three small bones to vibrate. ⁷The vibration is passed on to the inner ear. ⁸A large nerve transports the vibratory message to the brain. ⁹All this takes only a split second. ¹⁰The brain learns the meaning of all the different sounds. ¹¹The ear is an amazing part of the body.



Mushrooms

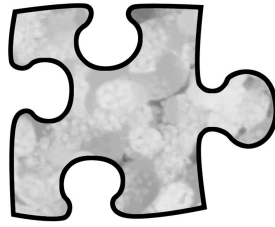
¹What is a mushroom? ²It is really a fungus. ³Mushrooms grow best in the woods and among grasses. ⁴There are thousands of species of mushrooms worldwide. ⁵By far the most grow in North America.

⁶Mushrooms vary in color and size. ⁷Many are edible. ⁸Some are very poisonous. ⁹These are called toadstools. ¹⁰Mushrooms are part of a plant family known as fungi.



Eggplant

¹The eggplant is the most disgusting of unpopular vegetables. ²It is dark purple in color and tastes like sawdust. ³It has virtually no vitamins or nutrients. ⁴The eggplant grows only in the worst parts of the world. ⁵It takes 120 days of unbearable hot weather to ripen an eggplant. ⁶Ignorant people here grow them in greenhouses. ⁷Foolish cooks use them in salads and other foul dishes. ⁸Its appalling texture and revolting taste make it a rarely used vegetable. ⁹Children should never eat eggplant.

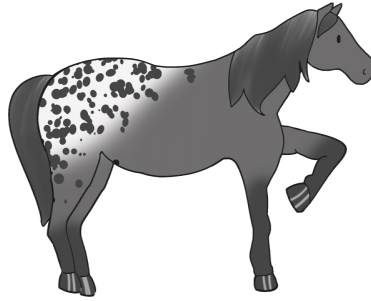


Jigsaw Puzzles

¹Jigsaw puzzles were first used to teach geography in England in the late 18th century. ²They were called “dissected maps.” ³They were made by drawing a map on a sheet of wood and sawing it into irregular pieces with a saw. ⁴Later, different kinds of pictures were made into puzzles. ⁵Topics included history, alphabets, botany, and zoology. ⁶Jigsaw puzzles were most popular during the 1860s in England and the USA. ⁷During the Great Depression, they became popular as gifts because they were inexpensive.

Carnivorous Fungus

¹The carnivorous soil fungus, *Arthrobotrys*, captures worms! ²The fungus is made of very thin threads of cells called hyphae. ³When nematode worms are present, the hyphae grow into three-celled loops. ⁴If a worm enters a loop, the loop contracts in less than a tenth of a second. ⁵The worm is strangled, and the fungus absorbs it by sending hyphae into its body. ⁶There are also many other kinds of soil fungi that catch nematodes. ⁷They use sticky globs, entangling nets, and other kinds of traps.



Horses

¹Several hundred years ago there were no horses in North America.

²When Cortez sailed to America, he brought horses on his boat. ³Some horses escaped. ⁴They were wild and free. ⁵The Indians caught them and trained them. ⁶Horses could run faster than the buffalo. ⁷The horse became very important to Indians, cowboys, and settlers. ⁸Now there are many kinds of horses in North America.



Pigs

¹Pigs can make good pets. ²They will follow you everywhere. ³They are very clean. ⁴Pigs are clever and can learn tricks. ⁵Pig meat is called pork. ⁶Pigs like living in houses. ⁷They are polite and quiet. ⁸Children love pigs as pets.



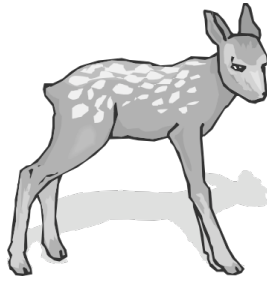
Buffalo Hunt

¹Years ago American Indians hunted the buffalo. ²They chased them off cliffs and shot them with arrows. ³They used corrals to trap them. ⁴The women butchered the animals. ⁵Children helped where they could. ⁶The Indians depended on the buffalo for food, clothing, and shelter. ⁷The hunt was important to them. ⁸Guns and settlers caused more buffalo to die. ⁹Today there are no wild buffalo.



Penguins

¹Penguins are fascinating birds. ²They do not fly. ³They waddle. ⁴They slide down ice hills into the freezing Antarctic waters. ⁵They delight in water sports. ⁶A penguin nest is called a rookery. ⁷Often terns will also live there. ⁸Some species of penguins are very large. ⁹Some are small. ¹⁰Fish are the main food of the penguin. ¹¹King penguins can usually be seen at zoos.



Fawns

¹Baby deer are called fawns. ²They only weigh a few kilograms at birth!
³The doe hides them for the first five weeks. ⁴The white spots on their
backs protect them by providing camouflage. ⁵Hungry enemies cannot
smell a fawn, because they are scentless. ⁶Mother does often give birth
to twins or triplets. ⁷Fawns are some of nature's most lovely creatures.



Egret

¹An egret is a bird like the heron. ²They have long legs and a long neck.

³Their bill is thin and long. ⁴Their wingspan is 170 cm. (6 feet) long.

⁵They live everywhere in the world except the far North. ⁶Hunters killed many for their feathers. ⁷They became nearly extinct. ⁸Now laws protect them. ⁹The egret can be found near almost any body of water. ¹⁰The egret and heron are close relations.



Eagle Eyes

¹Eagles have eyes quite different from most animals. ²They have two focal points in each eye. ³Each focal point has a very high concentration of light receptors. ⁴This makes it possible for them to see fine details.

⁵Humans have the focal point of each eye straight ahead. ⁶This allows us to see most effectively at the center of our field of vision. ⁷Eagles have two focal points in each eye: one straight ahead and one sideways.

⁸Because of this, eagles can see much better than we can. ⁹For example, they can spot a rabbit from two miles away! ¹⁰Relatives of eagles such as hawks and falcons share this remarkable ability. ¹¹Their excellent vision helps them be efficient hunters.



Whales

¹A whale is a huge sea mammal. ²They are among the most intelligent animals. ³There are many species of whales. ⁴The blue whale can grow up to thirty meters (100 ft.) long and weigh up to 200 tons! ⁵Some whales are much smaller. ⁶The belugas are only three to five meters (16 ft.) long. ⁷Like all mammals, whales breathe air. ⁸They can hold their breath for a long time. ⁹People used to hunt whales for oil and food. ¹⁰Today all whales are protected. ¹¹They are important and huge sea creatures.

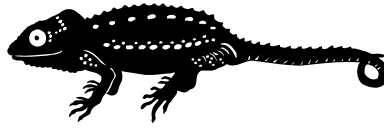


Beluga Whales

¹Adult beluga whales are almost white in color. ²They are 10–16 feet long and usually weigh one to one and a half tons. ³They are found all around the North Pole. ⁴The beluga whale has a flexible neck allowing it to move its head. ⁵In contrast, other whales have the vertebrae of their necks fused together. ⁶The beluga whale's flexible neck helps it to scan for food. ⁷Belugas eat sea worms, crustaceans, mollusks, as well as swimming fish and squid. ⁸Belugas are among the most vocal of whales. ⁹They make a variety of sounds including clicks, moos, squeaks, trills, and twitters. ¹⁰Their sounds can be heard both above and under water.

Narwhals: Unicorns of the Sea

¹Male narwhals have a single long tusk which looks like a unicorn's horn. ²They joust and duel with their tusks. ³This is called "tusking," and they do not usually harm each other. ⁴They may become truly aggressive during mating season. ⁵About one-third of male narwhals have broken tusks. ⁶The tusk looks like a horn growing from the center of the head. ⁷However, it is actually a single, perfectly straight tooth piercing through their upper lip. ⁸Narwhal tusks can grow as long as seven feet. ⁹Scientists disagree on the real purpose of the narwhal's dental marvel.



The Mysterious Chameleon

by Eian Ray and Jon Ray

¹Chameleons are some of the most mysterious and enchanting creatures on earth.

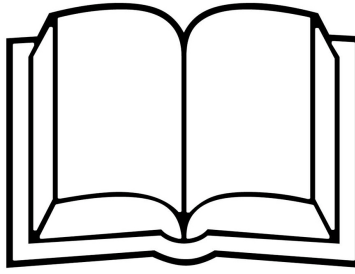
²A chameleon is a type of lizard with many unique features. ³Their eyes and tongues are entirely different than any other reptiles and most of the other animals in the animal kingdom. ⁴One of the main features that distinguishes a chameleon from other lizards is its feet. ⁵Their feet are referred to as “zygodactyl” feet (literally paired fingers), because of their ability to grip branches. ⁶Amazingly, there are over 120 species of chameleons that range mostly in eastern and north Africa. ⁷However, some exist in southern Europe and parts of Arabia and India. ⁸Unlike most people, some tribes of Africa fear chameleons. ⁹Evidently they believe the mysterious chameleons use their eyes to snatch your soul away from you if one looks at them.

Vulture Bees

¹In the forests of Central and South America, scientists have discovered a very different kind of bee. ²This strange bee doesn't feed on pollen and nectar as most other bees do. ³Instead, it gobbles up the flesh of dead snakes, anteaters, and other forest creatures. ⁴When these bees feed, they spit out a special chemical called an enzyme. ⁵The enzyme changes the dead animals' flesh into a gooey, chewy mush. ⁶The bees eat the mushy meat and store it in their special "meat" stomachs.

Fungus Gnats

¹The Waitomo Cave in New Zealand is the only place in the world where fungus gnats live. ²In a huge chamber deep inside the cave, thousands of these tiny flies produce an eerie glow which lights up the ceiling. ³It is not the adult flies that light up. ⁴It is the larvae. ⁵Knobs on the end of each larva glow with a spooky blue light. ⁶The larvae hang from the ceiling in baskets they spin from silk. ⁷Long silk threads covered with sticky silk balls hang from the baskets. ⁸The sticky silk catches insects which fly around the cave. ⁹Scientists think the glowing knobs attract flying insects to the gnat traps.



Booklice

¹Booklice are tiny insects that eat mold and mildew in old books and on papers and maps. ²They also crawl around on floors, bookshelves, windowsills, and walls looking for dead insect bodies, bits of cereal, and the glue that is used to hang wallpaper. ³A booklouse is usually less than 3 millimeters long. ⁴But don't just look for booklice; listen for them too. ⁵The female attracts a male by rubbing a knob on her body against a piece of paper or along another flat surface. ⁶So if you should ever hear a faint creaking or light tapping noises on the library shelves, you won't be hearing things. ⁷The place is just "alive" with booklice.

Dance Flies

¹Dance Flies are found all over North America. ²These tiny flies often gather in huge mating swarms over forest streams and other damp areas. ³The swarms of flies swirl and twirl up and down in the air, just like graceful dancers. ⁴But the most amazing thing about these insects is that they give “courting gifts.” ⁵To attract a female, a male will capture a smaller insect and present it to his mate-to-be. ⁶Some of the gifts can get pretty fancy. ⁷In the Northwest, male dance flies spin little balloons of silk and tuck a dead insect inside each one!

Petroleum Flies

¹The petroleum fly of California lives where most animals can't—in pools of black oil bubbling up from the earth. ²Other insects get caught in these pools and drown, but not petroleum flies. ³The females lay their eggs right on the surface of these oily pools. ⁴When the larvae hatch, they feed on the other insects which get trapped in the oil. ⁵But the larvae don't stay on the oil pools forever. ⁶They burrow into the soil at the end of the pools, slowly change into adults, and then crawl out of the oil to mate. ⁷Females return to the black pools of oil to lay their eggs.



The Eagle and the Arrow

¹An Eagle was soaring through the air when suddenly it heard the whiz of an arrow and felt itself wounded to death. ²Slowly it fluttered down to the earth, with its life-blood pouring out of it. ³Looking down upon the arrow with which it had been pierced, it found that the shaft of the arrow had been feathered with one of its own plumes. ⁴“Alas!” it cried as it died, “We often give our enemies the means for our own destruction.”



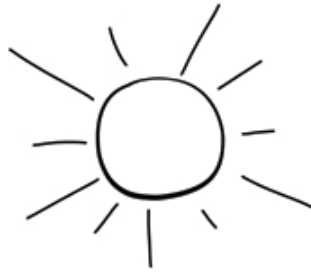
The Goose with the Golden Eggs

¹One day a countryman going to the nest of his Goose found there an egg all yellow and glittering. ²When he took it up, it was as heavy as lead, and he was going to throw it away because he thought a trick had been played upon him. ³But he took it home and soon found to his delight that it was an egg of pure gold. ⁴Every morning the same thing occurred, and he soon became rich by selling his eggs. ⁵As he grew rich, he grew greedy. ⁶Thinking to get at once all the gold the Goose could give, he killed it and opened it only to find nothing. ⁷Sadly, greed often over-reaches itself.



The Bald Man and the Fly

¹There was once a bald man who sat down after work on a hot summer's day. ²A fly came up and kept buzzing about his bald pate, and stinging him from time to time. ³The man aimed a blow at his little enemy, but his palm came down on his head instead. ⁴Again the fly tormented him, but this time the man was wiser and said, "I will only injure myself if I become preoccupied with these annoying enemies."



The Wind and the Sun

¹The Wind and the Sun were arguing about which was the stronger.

²Suddenly they saw a traveler coming down the road, and the Sun said,

“I see a way to decide our dispute. ³Whichever of us can cause that

traveler to take off his cloak shall be regarded as the stronger. ⁴You

begin.” ⁵So the Sun retired behind a cloud, and the Wind began to blow

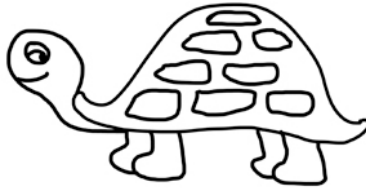
as hard as it could upon the traveler. ⁶But the harder he blew, the more

closely did the traveler wrap his cloak round him. ⁷At last the Wind gave

up in despair. ⁸Then the Sun came out and shone in all his glory upon

the traveler. ⁹The man soon found it too hot to walk wearing his cloak.

¹⁰The Sun thought, “Kindness works better than violence.”



The Tortoise and the Birds

¹A Tortoise wanted to change its place of residence. ²He asked an Eagle to carry him to his new home, promising her a rich reward for her trouble. ³The Eagle agreed, and seizing the Tortoise by the shell with her talons, she soared aloft. ⁴On their way they met a Crow, who said to the Eagle, “Tortoise is good eating.” ⁵“The shell is too hard,” the Eagle replied. ⁶“The rocks will soon crack the shell,” was the Crow’s answer. ⁷The Eagle, taking the hint, let fall the Tortoise on a sharp rock, and the two birds made a hearty meal of the Tortoise. ⁸It was too late for the Tortoise to learn: Never ride in an enemy’s claws.



The Ant and the Grasshopper

¹In a field one summer's day, a Grasshopper was hopping about, chirping and singing to its heart's content. ²An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest. ³"Why not come and chat with me," said the Grasshopper, "instead of toiling in that way?"

⁴"I am helping to lay up food for the winter," said the Ant, "and recommend you do the same."

⁵"Why bother about winter?" said the Grasshopper. ⁶"We have got plenty of food at present." ⁷But the Ant went on its way and continued its toil. ⁸When the winter came, the Grasshopper had no food and found itself dying of hunger. ⁹It saw the ants distributing every day corn and grain from the stores they had collected in the summer. ¹⁰Then the Grasshopper knew: It is best to prepare for the days of necessity.

Section 2: Teacher's Pages

This second section may be used by a teacher to model the Unit 1 and 2 process.

The first seven paragraphs include dress-up modeling. Reserve these paragraphs for when you are ready to present a new dress-up.

You may wish to give your student the article or story from the first section while you keep these teacher's pages in front of you as you model the process.

A Blank Lesson Plan Page is provided; with the method you have learned you can plan more lessons and help your student to improve his writing skills.

Rocks

¹Rocks are found everywhere. ²They are easy to collect. ³Smooth rocks can be found along the beach. ⁴Rocks are polished by sand and water on a beach. ⁵Mountain rocks can be sharp. ⁶Some rocks are valuable. ⁷Diamonds are the hardest rocks. ⁸Jewelry is often made from precious stones. ⁹Sand is just ground up rock.

Discuss

- Have you ever collected rocks? Where might you look for rocks?
- Do all rocks look the same? What are they like?
- What do rocks feel like?
- Why are some rocks rough and others smooth?
- Do people make things out of rocks? What kind of things?
- Are all rocks the same color?
- When people make things out of rocks, do they use any kind of rock?
- What do they make statues out of?
- What do they make jewelry out of?
- What do they make countertops out of?
- You may want to look up “Rocks and Minerals” in the encyclopedia or in science books to learn more about rocks.

Key-Word Outline

On a separate piece of paper, copy the paragraph title and number lines as shown at right.

Choose and circle up to three key words per sentence. Remember that symbols and numbers are free, but the symbols need to be pretty common and easy to draw. When choosing your key word, remember also that key words will answer one of the following questions: who, what, where, when, why, or how.

Copy the key words that you circled in the model onto your outline. If your symbol takes longer to draw than the time it takes for you to draw the number 4, then it is not a legal symbol.

<u>Rocks</u>
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Oral Report

Using your outline only, give an oral report on *Rocks* by creating sentences from your key words. Read the key words silently, think of a sentence, look up, and say the sentence.

Dress-Up**-ly adverb**

-ly adverbs are easy to add; they add meaning to describing words, which are also known as adjectives. Since our paragraph on rocks is full of adjectives, we should be able to find some -ly adverbs to use for decoration.

Look through a list of -ly adverbs (There is one at the end of this document.) and see if you can find some -ly words to fill in the blanks.

ex. Rocks are easily found.

Ocean water _____ smooths rocks.

Rocks are _____ polished.

Mountain rocks can be _____ sharp.

Some rocks are _____ valuable.

Sand is _____ ground-up rock.

Written Summary

From your outline, write a paragraph on *Rocks*. Remember to add one of your -ly words to the paragraph when you write it up.

After you are done, read it out loud to be sure it sounds right and give it to your teacher for checking. Once it is correct, you may want to write it up neatly and perhaps add an illustration.

Title By My Name → I always indent and I always skip lines when I write.
--

Cattle Ranchers

¹A cattle rancher must check his cows every day. ²He watches as they move about. ³He checks the water supply. ⁴He counts them. ⁵If flies pester them, he puts a fly tag on their ear. ⁶He calls a vet when they are sick. ⁷He likes to see the calves on their feet. ⁸Ranchers enjoy looking after their cows.

Discuss

- How often does the rancher check his cows?
- Why do you think the rancher needs to check his cows every day?
- What does he watch for as they move about? (limping, getting along, sneezing, stampede?)
- What does their water supply look like? How does it stay full? What about the winter?
- Why should he count them? What do you think he does if there are some missing (or a few extra)?
- What is a fly tag? How else could they avoid flies?
- What is a vet? Do you think they take the cows to the vet's office?
- Why would he want to see calves on their feet? What does it mean if they are down? (You might need to discuss how calves eat and why they need to be able to run to get away from predators.)
- Would you enjoy being a rancher?

Key-Word Outline

On a separate piece of paper, copy the paragraph title and number lines as shown at right.

Choose and circle up to three keys words per sentence. Remember that symbols and numbers are free, but the symbols need to be pretty common and easy to draw. When choosing your key word, remember also that key words will answer one of the following questions: who, what, where, when, why, or how.

Copy the key words that you circled in the model onto your outline. If your symbol takes longer to draw than the time it takes for you to draw the number 4, then it is not a legal symbol.

<u>Cattle Ranchers</u>
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Oral Report

Using your outline only, give an oral report on *Cattle Ranchers* by creating sentences from your key words. Read the key words silently, think of a sentence, look up, and say the sentence.

Dress-Up

Because Clause

Cattle ranchers do what they do for a reason. Go through the original paragraph below and see if you can add a reason for everything the rancher does. The first one is done for you.

ex. A cattle rancher must check his cows every day because cows need a lot of care.

He watches as they move about because _____

He checks the water supply because _____

He counts them because _____

If flies pester them, he puts a fly tag on their ear because _____

He calls a vet when they are sick because _____

He likes to see the calves on their feet because _____

Ranchers enjoy looking after their cows because _____

Which because statement do you like the best? Circle it, and add key words from your “because” statement to your outline so you can remember to add it to your paragraph.

Written Summary

From your outline, write a paragraph on *Cattle Ranchers*. Remember to add your favorite because clause to the paragraph when you write it up.

After you are done, read it out loud to be sure it sounds right and give it to your teacher for checking. Once it is correct, you may want to write it up neatly and perhaps add an illustration.

Title _____
By My Name _____

→ I always indent and _____

I always skip lines _____

when I write _____

Growing a Garden

¹Many people enjoy gardening. ²They often grow vegetables to eat. ³Pretty flowers are fun to grow. ⁴Some gardens called orchards have fruit trees. ⁵People all over the world have gardens. ⁶Even city people may have small ones. ⁷It is fun to watch the plants grow. ⁸A garden provides fun, food, and exercise.

Discuss

- What kinds of gardens are there?
- What are some plants that people might grow?
- How do you start a garden?
- Do you always start with seeds?
- Where would you get plants to start a garden?
- Why might you want to start with plants instead of seeds?
- If you don't have a yard, where else could you grow plants?
- What do the plants need to grow?
- Why is gardening fun?
- How does gardening provide exercise?

Key-Word Outline

On a separate piece of paper, copy the paragraph title and number lines as shown at right.

Choose and circle up to three key words per sentence. Remember that symbols and numbers are free, but the symbols need to be pretty common and easy to draw. When choosing your key word, remember also that key words will answer one of the following questions: who, what, where, when, why, or how.

Copy the key words that you circled in the model onto your outline. If your symbol takes longer to draw than the time it takes for you to draw the number 4, then it is not a legal symbol.

<u>Growing a Garden</u>	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Oral Report

Using your outline only, give an oral report on *Growing a Garden* by creating sentences from your key words. Read the key words silently, think of a sentence, look up, and say the sentence.

Dress-Up

Quality Adjective

Some words paint a better picture than others. For instance, “the big garden” tells you the garden is big, but it is rather boring. If I say, “the colorful garden” or “the gigantic garden” or “the magnificent garden,” you have a much clearer and more interesting idea of what the garden is like.

There are three rather boring words in our paragraph: pretty, fun, and small. Can you think of some more interesting words that mean the same thing? You can use a thesaurus if you can’t think of any substitutes.

pretty		fun		small

If you used pretty, fun, or small in your key word outline, cross it out and replace it with one of your new words.

Written Summary

From your outline, write a paragraph on *Growing a Garden*. Remember to add one of your new words to replace the boring ones.

After you are done, read it out loud to be sure it sounds right and give it to your teacher for checking. Once it is correct, you may want to write it up neatly and perhaps add an illustration.

Title

By My Name

→ I always indent and

I always skip lines

when I write.

Rodeo

¹Cowboys and cowgirls perform in rodeos. ²They compete in many contests. ³There are chuck wagon races. ⁴Girls ride horses and race around barrels. ⁵Cowboys try to lasso calves. ⁶Bull riding is a dangerous sport. ⁷Steer wrestling takes strong arms. ⁸Cowboys and cowgirls can win trophies and prizes. ⁹Rodeos are very popular in the West.

Discuss

- What does a cowboy look like? What does he wear?
- What is a rodeo?
- What are some of the events in a rodeo?
- Why would cowboys and cowgirls go to a rodeo?
- What is barrel racing?
- What is a lasso?
- What do cowboys do when they are bull riding?
- What is a trophy?

Key-Word Outline

On a separate piece of paper, copy the paragraph title and number lines as shown at right.

Choose and circle up to three key words per sentence. Remember that symbols and numbers are free, but the symbols need to be pretty common and easy to draw. When choosing your key word, remember also that key words will answer one of the following questions: who, what, where, when, why, or how.

Copy the key words that you circled in the model onto your outline. If your symbol takes longer to draw than the time it takes for you to draw the number 4, then it is not a legal symbol.

	<u>Rodeo</u>
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____

Oral Report

Using your outline only, give an oral report on *Rodeo* by creating sentences from your key words. Read the key words silently, think of a sentence, look up, and say the sentence.

Dress-Up**Adverbial Clause**

The “adverbial clause” dress up is simply adding a clause that begins with an adverb. The easiest way to make one is to memorize a list of adverbs and use one of them. The list is: when, while, where, as, since, if, although. You can remember this list by using the acronym: *www.asia*.

Sometimes you can use them to combine sentences, such as:

- When cowboys and cowgirls perform in rodeos, they compete in many contests.
- Girls ride horses and race around barrels while cowboys try to lasso calves.

Sometimes they can be used to clarify information:

- A cowboy needs strong arms if he wants to wrestle steers.
- Rodeos are very popular in the West, although I have never been to one.

Can you try one?

They compete in many contests as _____

There are chuck wagon races where _____

Bull riding is a dangerous sport (while or since) _____

Cowboys and cowgirls can win trophies and prizes (if or when) _____

Rodeos are very popular in the West (where or since) _____

Which adverbial clause do you like the best? Circle it, and add key words from your “adverbial clause” statement to your outline so you can remember to add it to your paragraph.

Written Summary

From your outline, write a paragraph on *Rodeo*. Remember to add your favorite because clause to the paragraph when you write it up.

After you are done, read it out loud to be sure it sounds right and give it to your teacher for checking. Once it is correct, you may want to write it up neatly and perhaps add an illustration.

Title By My Name → I always indent and I always skip lines when I write.
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Clubs

¹It is fun to be part of a club. ²Some children join 4H. ³Scouts and Beavers are clubs for boys. ⁴Girls join Guides and Brownies. ⁵Many churches have Awana clubs. ⁶Children in clubs learn many things. ⁷Sometimes children do projects or win badges. ⁸Parents help out with clubs. ⁹They like their children to have fun.

Discuss

- What other kinds of clubs are there?
- What are some activities that people might want to try in a club?
- How do you start a club?
- Who do you know that would join a club?
- Where would you put up signs to start a club?
- Where could the club meet?
- How could the club help your community?
- Why are clubs fun?

Key-Word Outline

On a separate piece of paper, copy the paragraph title and number lines as shown at right.

Choose and circle up to three key words per sentence. Remember that symbols and numbers are free, but the symbols need to be pretty common and easy to draw. When choosing your key word, remember also that key words will answer one of the following questions: who, what, where, when, why, or how.

Copy the key words that you circled in the model onto your outline. If your symbol takes longer to draw than the time it takes for you to draw the number 4, then it is not a legal symbol.

<u>Clubs</u>
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Oral Report

Using your outline only, give an oral report on *Clubs* by creating sentences from your key words. Read the key words silently, think of a sentence, look up, and say the sentence.

Dress-Up**Quality Adjective**

Some words paint a better picture than others. For instance, “the fun club” tells you the club is fun, but it is rather boring. If I say, “the fascinating club” or “the lively club” or “the exciting club” you have a much clearer and more interesting idea of what the club is like.

Below are three rather boring words that could be used to describe clubs and their activities. Can you think of some more interesting words that mean the same thing? You can use a thesaurus if you can’t think of any substitutes.

interesting	fun	great
fascinating	enjoyable	grand

Try using one of your new words in your paragraph about clubs. You can put the adjective in front of the thing, and you are all set!

Written Summary

From your outline, write a paragraph on *Clubs*. Remember to add the dress-ups you have been working on.

After you are done, read it out loud to be sure it sounds right and give it to your teacher for checking. Once it is correct, you may want to write it up neatly and perhaps add an illustration.

Title By My Name → I always indent and I always skip lines when I write.
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Piano Lessons

¹A piano is found in many homes. ²Many children want to learn how to play an instrument. ³They go to teachers for lessons. ⁴Some think that learning piano is easy. ⁵Others think it is hard. ⁶To learn piano children must practice. ⁷Practicing every day is the best way. ⁸Someday they will be able to play any song. ⁹That is fun!

Discuss

- Do you take music lessons?
- Do you know anyone who does?
- Why would you want to take music lessons?
- What kinds of instruments could you learn to play?
- What does a teacher have the student do in a lesson?
- Why do students need to practice?
- What do they do when they practice?
- How long do they need to practice?

Key-Word Outline

On a separate piece of paper, copy the paragraph title and number lines as shown at right.

Choose and circle up to three key words per sentence. Remember that symbols and numbers are free, but the symbols need to be pretty common and easy to draw. When choosing your key word, remember also that key words will answer one of the following questions: who, what, where, when, why, or how.

Copy the key words that you circled in the model onto your outline. If your symbol takes longer to draw than the time it takes for you to draw the number 4, then it is not a legal symbol.

<u>Piano Lessons</u>	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____

Oral Report

Using your outline only, give an oral report on *Piano Lessons* by creating sentences from your key words. Read the key words silently, think of a sentence, look up, and say the sentence.

Dress-Up

Strong Verb

Some verbs (“doing” or “action” words) are better than others. “The man went to the store” does not create as vivid a picture as “The man skipped to the store” or “The man crept to the store.”

There are three rather boring words that tell us what piano students do. Can you think of better ones that mean the same thing? I gave you one for each. Use a thesaurus to find more.

go	think	want
travel	consider	desire

Try using one of your new words in your paragraph about piano lessons. If you used one of the weak verbs in your outline, cross it out and put in the new one.

Written Summary

From your outline, write a paragraph on *Piano Lessons*. Remember to add the dress-ups you have been working on.

After you are done, read it out loud to be sure it sounds right and give it to your teacher for checking. Once it is correct, you may want to write it up neatly and perhaps add an illustration.

Title

By My Name

→ I always indent and

I always skip lines

when I write.

Hockey

¹Hockey is Canada’s national sport. ²Players wear ice skates and carry a stick to push a puck around an arena. ³They try to get the puck into their opponent’s goal. ⁴Millions of Canadians love hockey. ⁵Boys and girls practice hockey and start practicing when they are very young. ⁶They must become good ice skaters to play hockey. ⁷Hockey players also wear protective clothing so they do not get hurt. ⁸Some professional hockey players make a lot of money. ⁹Many people enjoy Canada’s national sport.

Discuss

- Where is a hockey game played?
- What other sport is it like?
- Do other countries have hockey teams?
- Do you have to have ice to play hockey?
- What do the sticks look like?
- What is a puck?
- What are the names of some hockey teams in Canada? In the USA?

Key-Word Outline

On a separate piece of paper, copy the paragraph title and number lines as shown at right.

Choose and circle up to three key words per sentence. Remember that symbols and numbers are free, but the symbols need to be pretty common and easy to draw. When choosing your key word, remember also that key words will answer one of the following questions: who, what, where, when, why, or how.

Copy the key words that you circled in the model onto your outline. If your symbol takes longer to draw than the time it takes for you to draw the number 4, then it is not a legal symbol.

<u>Hockey</u>	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____

Oral Report

Using your outline only, give an oral report on *Hockey* by creating sentences from your key words. Read the key words silently, think of a sentence, look up, and say the sentence.

Dress-Up**Who/Which Clause**

A “who” or “which” clause is simply a group of words that begins with who or which and has a verb in it. (The who or which is the subject of the clause.)

- When do you use “who”? – When talking about people.
- When do you use “which”? – When talking about things.
- What about animals? If they act like humans or are pets, use “who.” If they are clearly animals, use “which.”

There are two ways to create a who/which clause:

Method 1: Take two sentences and try to combine them with a who/which:

Example: ²Players wear ice skates and carry a stick to push a puck around an arena. ³They try to get the puck into their opponent’s goal.

Combined with a who/which: Players, who wear ice skates, carry a stick to push a puck around. *OR* Players, who try to get the puck into their opponent’s goal, wear ice skates and carry a stick.

Method 2: Take a noun (person, place, thing, or idea) and add information to it.

Example: ¹Hockey is Canada’s national sport.

Added which: Hockey, which is played on ice, is Canada’s national sport.

Crucial: Don’t let your “who” or “which” steal your sentence!

A who/which clause cannot stand alone as a complete sentence.

Original Sentence: Hockey is Canada’s national sport.

Added a which: Hockey, which is Canada’s national sport. (What’s wrong with this?)

Try to combine these sentences with a who/which:

⁵Boys and girls practice hockey and start practicing when they are very young.

⁶They must become good ice skaters to play hockey.

Try to add some information to these nouns:

the puck which _____

boys and girls who _____

Written Summary

From your outline, write a paragraph on *Hockey*. Remember to add one who/which clause to the paragraph.

After you are done, read it out loud to be sure it sounds right and give it to your teacher for checking. Once it is correct, you may want to write it up neatly and perhaps add an illustration.

Title
By My Name

→ I always indent and

I always skip lines

when I write.

Lodgepole Pine

¹The lodgepole pine is a unique tree of North America. ²It is an evergreen tree. ³Indians used it to make tipi poles. ⁴Lodgepoles are perfectly straight. ⁵They can grow to be over one hundred years old. ⁶Lodgepole pinecones are very hard. ⁷Forest fires open the cones and seeds fall out. ⁸New trees will grow. ⁹Today many lodgepole pine forests are protected. ¹⁰They are a very useful tree.

Discuss

Discuss the paragraph: What is an evergreen tree? What is a tipi? How long is 100 years? Are forest fires sometimes helpful?

Key-Word Outline

- On a separate piece of paper, copy the paragraph title and number lines as shown at right.
- Choose and circle up to three key words per sentence.
- Copy the key words.

Lodgepole Pine

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Oral Report

Using your outline only, give an oral report on *Lodgepole Pine* by creating sentences from your key words. Read the key words silently, think of a sentence, look up, and say the sentence.

Dress It Up

Choose a dress-up to add into this paragraph. Brainstorm ideas with your teacher; then add it to your key-word outline.

Written Summary

From your outline, write a paragraph on *Lodgepole Pine*. Remember to add the dress-ups you have been working on.

After you are done, read it out loud to be sure it sounds right and give it to your teacher for checking. Once it is correct, you may want to write it up neatly and perhaps add an illustration.

Title
By My Name

→ I always indent and

I always skip lines

when I write.

Australia

¹Australia is called “the land down under.” ²It is surrounded by the Pacific and Indian Oceans. ³The smallest continent in the world is Australia. ⁴It has many very interesting animals like kangaroos and koalas. ⁵Unusual plants also grow there. ⁶A large desert covers the most of the interior. Beaches lie around the exterior. ⁷Tourists enjoy its many attractions. ⁸Australia is in the Southern Hemisphere, or “down under” the equator.

Discuss

Discuss the paragraph: Can you find Australia on a map? Which oceans are around it? Name the other continents (Europe, Asia, etc.). What do kangaroos and koalas look like? What kinds of plants grow in Australia?

Key-Word Outline

- On a separate piece of paper, copy the paragraph title and number lines as shown at right.
- Choose and circle up to three key words per sentence.
- Copy the key words.

<u>Australia</u>	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Oral Report

Using your outline only, give an oral report on *Australia* by creating sentences from your key words. Read the key words silently, think of a sentence, look up, and say the sentence.

Dress It Up

Choose a dress-up to add into this paragraph. Brainstorm ideas with your teacher; then add it to your key-word outline.

Written Summary

From your outline, write a paragraph on *Australia*. Remember to add the dress-ups you have been working on.

After you are done, read it out loud to be sure it sounds right and give it to your teacher for checking. Once it is correct, you may want to write it up neatly and perhaps add an illustration.

Title By My Name	
→	<u>I always indent and</u>
	<u>I always skip lines</u>
	<u>when I write.</u>

Harmful Foods

¹Some foods are harmful. ²Spoiled or rotten food can make a person sick. ³Sometimes people even die from bacteria in foods. ⁴Many people are allergic to certain foods. ⁵They should avoid these foods. ⁶Milk from cows can be harmful to babies. ⁷Artificial colors and flavors can cause headaches. ⁸Candy and sugar can make some people hyperactive. ⁹Mothers know what foods are best. ¹⁰Avoid eating harmful foods.

Discuss

Discuss the paragraph: What kinds of food are harmful? How can you tell if food is spoiled? What happens if someone eats a food they are allergic to? Why is milk from cows harmful to babies? What does *hyperactive* mean?

Key-Word Outline

- On a separate piece of paper, copy the paragraph title and number lines as shown at right.
- Choose and circle up to three key words per sentence.
- Copy the key words.

Harmful Foods

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Oral Report

Using your outline only, give an oral report on *Harmful Foods* by creating sentences from your key words. Read the key words silently, think of a sentence, look up, and say the sentence.

Dress It Up

Choose a dress-up to add into this paragraph. Brainstorm ideas with your teacher; then add it to your key-word outline.

Written Summary

From your outline, write a paragraph on *Harmful Foods*. Remember to add the dress-ups you have been working on.

After you are done, read it out loud to be sure it sounds right and give it to your teacher for checking. Once it is correct, you may want to write it up neatly and perhaps add an illustration.

Title
By My Name

→ I always indent and
I always skip lines
when I write.

Stars

¹There are billions of stars in the sky. ²They can be red, white, or blue. ³They make patterns in the sky which are called constellations. ⁴The Big Dipper is one of them. ⁵It is easy to find because its stars are so bright. ⁶Stars are actually huge even though they look tiny. ⁷Our sun is one of the stars in the sky. ⁸Scientists who study them are called astronomers. ⁹We do not know exactly how many stars there are. ¹⁰Astronomers who study the sky think there may even be trillions of stars.

Discuss

Discuss the paragraph: Can you name any constellations? What does the Big Dipper look like? What is an astronomer? Can you count all the stars?

Key-Word Outline

- On a separate piece of paper, copy the paragraph title and number lines as shown at right.
- Choose and circle up to three key words per sentence.
- Copy the key words.

Stars

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Oral Report

Using your outline only, give an oral report on *Stars* by creating sentences from your key words. Read the key words silently, think of a sentence, look up, and say the sentence.

Dress It Up

Choose a dress-up to add into this paragraph. Brainstorm ideas with your teacher; then add it to your key-word outline.

Written Summary

From your outline, write a paragraph on *Stars*. Remember to add the dress-ups you have been working on.

After you are done, read it out loud to be sure it sounds right and give it to your teacher for checking. Once it is correct, you may want to write it up neatly and perhaps add an illustration.

Title
By My Name

→ I always indent and

I always skip lines

when I write.

Source Text – _____

Discuss

Discuss the paragraph:

Key-Word Outline

- On a separate piece of paper, copy the paragraph title and number lines as shown at right.
- Choose and circle up to three key words per sentence.
- Copy the key words.

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____

Oral Report

Using your outline only, give an oral report on _____ by creating sentences from your key words. Read the key words silently, think of a sentence, look up, and say the sentence.

Dress It Up

Choose a dress-up to add into this paragraph: _____
Brainstorm ideas with your teacher; then add it to your key-word outline.

Written Summary

From your outline, write a paragraph on _____.
Remember to add the dress-ups you have been working on.

After you are done, read it out loud to be sure it sounds right and give it to your teacher for checking. Once it is correct, you may want to write it up neatly and perhaps add an illustration.

Title By My Name → I always indent and I always skip lines when I write.
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